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ABSTRACT

To test the effectiveness of using the error correction method of teaching grammar rules, a study compared two methods of teaching English grammar and usage. Average and above average sophomore English students in a Sioux Falls, South Dakota, public school examined English grammar and usage rules and worked accompanying exercises on subject-verb agreement, verb, pronoun, adjective, and adverb usage, and standard usage of commonly confused words using the text "Building English Skills: Blue Level." The control group of 18 males and 15 females discussed errors on daily exercises and used oral drill and practice to correct errors made. The experimental group of 34 males and 29 females also discussed errors but these students were required to correct each exercise error by correcting the item missed, writing the rule that was broken, and writing an original sentence using the item and the rule correctly. The dependent variables were the pretest and posttest scores. The independent variable was the teaching method. In comparing the control and experimental groups, no significant increase in proficiency was found on either the posttest total score or on any of the seven subsections of the test. Results indicated that correcting errors made in the assigned written grammar exercises might not result in significant gains in proficiency when compared to oral drill and practice. (Seven tables of data are included, and the study's normal curve, usage mastery test, and 19 references are attached.) (MM)

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Effects of Correcting Errors Made in English Grammar and Usage Exercises

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In Partial Fulfillment of a Master of Arts Degree

Special Education Department

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Sioux Falls, South Dakota

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Running Head: CORRECTING ERRORS IN GRAMMAR EXERCISES

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Abstract

Two methods of teaching English grammar and usage were compared. Average and above average sophomore English students examined English grammar and usage rules and worked the accompanying exercises on subject-verb agreement, verb, pronoun, adjective, adverb usage, and standard usage of commonly confused words using the text Building English Skills: Blue Level, McDougal, Littel, 1985.

The dependent variables were the pretest and posttest scores. The independent variable was the teaching method. The control group of 18 males and 15 females discussed errors on daily exercises and used oral drill and practice to correct errors made; the experimental group of 34 males and 29 females discussed errors and was required to correct each exercise error by correcting the item missed, writing the rule that was broken, and writing an original sentence using the item and the rule correctly.

An analysis of covariance through the use of multiple linear regression of the posttest scores held gender, ability, and the pretest scores constant. In comparing the control and experimental groups, no significant increase in proficiency was found on either the posttest total score or on any of the seven subsections of the test. These results indicate that correcting errors made in the assigned written grammar exercises may not result in significant gains in proficiency when compared to oral drill and practice.

Effects of Correcting Errors Made in English Grammar and Usage Exercises

Approaches to teaching English grammar and usage to high school students vary according to the curricula used in different school districts and according to two distinct philosophies. The first philosophy holds that teaching grammar in the context or in conjunction with writing activities is more productive than studying grammar directly and separately from other language arts areas. Materials are available that incorporate grammar and usage study with practice in writing activities (Starlin, 1982). Peer evaluation using a specific evaluation instrument is believed to improve students' grammar, but the study of grades six through twelve did not address how anonymous peer evaluation of writing samples did improve specific grammar skills in which the writers might have been deficient (Carlson and Roellich, 1983). Attitudes and behaviors of secondary school teachers indicated that, although teachers discussed and were accepting of dialectic differences in language, they still corrected written work to conform to standard usage. While identifying

language systems helped students to be more accepting of language differences and to be more aware of the importance of the context of language usage, the study examined teacher attitudes rather than student performance concerning using standard English forms in their writing (Schwartz, 1975).

On the other hand, Bamberg's study of grammar errors advocated that teaching correctness is not an integral part of composition instruction (1977). While Bamberg recommended postponing correcting form until the final writing stages, she strongly advocated direct instruction of grammar separate from writing and editing. Furthermore, two studies that examined the relationship between grammar study and writing skills found results that support Bamburg's contentions. Intensive instruction in grammar produced significant improvement in correcting high frequency errors in grammar and usage by college freshmen, but neither the control or the experimental group demonstrated a significantly greater improvement in overcoming basic writing deficiencies (Supnick and Rooney, 1985). Thus, while some advocate teaching grammar and usage

should be considered part of correct form within writing, others' studies seem to indicate that direct grammar study is productive and may not transfer to improve specific writing skills.

A second philosophy regarding teaching grammar and usage skills advocates that grammar and usage should be taught separately from writing. Studies which have examined teaching grammar directly using a variety of methods report mixed results regarding the success of such measures. Several studies have produced materials that teach grammar directly using standards of competency and performance objectives (Farah, and Others, 1984; Louisiana State, 1984; Instructional, 1972). Programmed-text methods of teaching grammar resulted in more significant differences in achievement than did computer-assisted methods (Lundgren, 1985). A program using mastery learning techniques to teach grammar is available and was used by a college classroom teacher, but the report did not indicate any formal study was made of the results of using this method of teaching grammar (Friedmann, 1983).

Teaching grammar directly has resulted in significant improvement of skills. The use of drill for eighth-grade Black students incorporated oral and written drill of four common nonstandard language features and second language teaching skills. Scores showed that all three experimental groups, written drill, oral drill, and combined drill, made much more significant improvements than did the control group (Wofford, 1986). Ninth-grade students used sequencing, mastery learning, and reinforcement to learn specific grammar skills. The effect of the treatment on the experimental group was "statistically signficant to a high degree" in improving the specific grammar skills studied (Pratt, 1983). Individualized instruction in grammar and usage for academically deficient college students did substantially improve their grammar and usage skills, but the study did not support that ability in formal grammar transferred to theme writing (Idstein and Carey, 1979).

No matter which philosophy is followed by a specific school district, mastery learning techniques can be used to teach grammar and usage. Mastery

learning refers to a method of teaching in which standards of performance and other criteria are established by the teacher and are known by the students at the beginning of a unit of study. Appropriate instruction is organized; students are given adequate time to learn. Students are asked to persevere until they have reached the standards that had been set. Remediation for errors is used until the students have met the standards or until the time for the unit has elapsed. Sometimes the standards that indicate mastery are goals to which the students or the class as a whole may strive. In that case, some students may reach the mastery level set; some may not. While the class as a whole may reach the standard, not all those in class may do so. The level and form of mastery is established individually by the teacher for a specific unit. A unit of grammar and usage study for elementary students in grades one through six using mastery learning techniques has been successfully used, but the curriculum has not been tested. No indication of its success is currently available (Rio Linda Union, 1982). One study indicated that using mastery learning

in teaching high school students was successful in increasing student performance levels on specific units, but there was no significant difference in the number of students passing a summative test examination between students who had been taught by mastery learning and those who had not been so taught (Mei and Others, 1985). While this study may not support using mastery learning techniques as successful for passing summative tests, it did so on specific units; and the Pratt (1983) study successfully used mastery learning techniques to teach grammar and usage directly. Thus using mastery learning techniques to teach a specific unit in grammar and usage may be effective.

There appears to be some support for teaching grammar directly and separately from writing as is done in the Sioux Falls Public School District in which I teach. Furthermore, using mastery learning techniques is a feasible way in which to teach grammar directly. The required English class for average and above average sophomores in the Sioux Falls Public Schools is a one-semester course of literature, grammar, and writing. The curriculum guide for the course states

that six to eight weeks are to be spent studying grammar; a grammar text with a writing handbook section is provided for doing so.

I developed a system that I believed would effectively assist students to learn grammar and usage. Students who demonstrated their abilities to learn and to know grammar on written assignments did not repeat their work. Students who did not demonstrate their abilities and knowledge on written assignments worked to correct their mistakes and to learn from them. These students worked on specific exercise items until they corrected their own errors and generated original sentences using the grammar principal correctly. For over a decade, I have taught English grammar and word usage rules to senior high school students using this error correction method as a form of mastery learning. Even though I used this system, I had no empirical proof of its effectiveness.

Using this correction method of teaching grammar rules generated paperwork for both the students and the teacher. Students turned in each exercise either with a perfect score or with each error perfectly corrected.

I examined each paper at least once. When students turned in faulty daily assignments, I evaluated them, circled the faults, and returned the papers to the students. This process was repeated until each student turned in a perfect paper for that day's assignment. Even evaluating a paper only once, however, can be a tedious process if many error corrections must be examined. Most often I saw papers with corrections twice. I have examined some papers up to four times before students have completed all corrections properly.

If this method of teaching grammar produces significant growth in students' abilities to learn grammar rules, then the process is worth the time and effort spent by the students and by me. If this teaching method does not produce significant growth in student ability, the process wastes time and effort that should be expended using more productive methods of teaching grammar. In previous years, my informal examination of students' pretest and posttest scores on the same test as was used in this study seemed to indicate that students made what I believed to be

significant gains in their knowledge of grammar rules; however, without a formal study, my conclusions lacked empirical support. Furthermore, after having used this method to teach grammar for so long, I had no control group with whom to compare my experimental group.

Null Hypothesis

To test the effectiveness of using the error correction method of teaching grammar rules, I set forth a null hypothesis. The hypothesis of this study is that there is no significant difference in English grammar and usage proficiency as measured by the posttest scores of sophomore English students in the experimental group as compared to sophomore English students in the control group after controlling the factors of pretest scores, demonstrated ability, and gender. I expect the results will prove the null hypothesis wrong. If the results do not do so, I plan to replace this approach to teaching grammar with one that is more effective.

Method

Subjects

In the Sioux Falls, South Dakota, Public School

District, sophomore students are placed in English I or in English II based on the recommendations of their ninth-grade English teachers. These courses are one semester long and fulfill a graduation requirement. English I is designed for students with low ability as determined by test scores, by teacher evaluation and/or by individual evaluations as required by Public Law 94-142, if it is applicable. Students who earn a "C" average or better in ninth-grade English and who are determined to be of average or above-average ability by their ninth-grade English teachers take English II.

The high school principal sets the yearly schedule as to how many sections of a course will be taught, who will teach the sections, and when they will be taught. At the end of their ninth-grade year, incoming sophomores arena schedule themselves into the courses they will take the next year. The students appear in the gymnasium of the high school the last day of the school year and walk around picking up class cards for the courses they will take as sophomores. Students preselected which classes they would take earlier. Arena scheduling permits them to choose when to take

those classes and from whom. Because of the way the system is designed, however, not all students may choose when to take a course or from which teacher to take it. As sections fill, the students are forced to change their schedules and their teacher selections, so they often take their chosen classes, but not from their preselected teachers. The teacher of the course is often not the one to have signed up the students for that course, and teachers may not "pre-select" which English II students they will teach.

Due to this system of assigning students and of structuring classes, I had no choice as to whom I would have in my English II classes, except by their general ability and performance as determined by their ninth-grade teachers. For the purposes of this study, I randomly selected my first semester English II students to be my experimental group, and I chose my second semester students to be my control group. I made this choice before the start of the school year and before I had met any of my classes. I excluded from this study any student who was not a sophomore, who had not been in the school district for grades 8

and 9, who was repeating the class, who transferred out of or into the class during the study, or who did not complete the pretest and/or the posttest on the same days as did the rest of the group. This study is a quasi-experiment because the students were not randomly assigned to their English II classes, because some of the students chose me as their teacher, and because I selected which classes were assigned to the control group or to the experimental group by which semester the classes were held rather than by chance for each section.

The study was conducted during the 1987-1988 school year. The control group consisted of 33 English II students, 18 males and 15 females, who took the course first semester in one of two sections. The experimental group consisted of 63 English II students, 34 males and 29 females, who took the course second semester in one of three sections. In the control group the student ratio was 55 percent male to 45 percent female. The student ratio in the experimental group was 54 percent male to 46 percent female, so the groups were very close in male/female ratio. At no

time have any of these students been apprised that they were subjects of a study.

Because I did not want to know the students' demonstrated ability in English during the experiment, I waited until after the experiment was finished to place them into pre-determined ability groups. The ability of students taking English II is generally skewed slightly because of who is placed in that class. Because the classes were negatively skewed as to ability with more high average to high ability students, I negatively skewed the middle range to be -.5 standard deviation below the mean to +1.5 above the mean, which is an acceptable practice when considering the overall abilities of a specific group of students (Ebel, 1972). Appendix A demonstrates this feature on a normal curve and gives equivalent scores on other test measures. Three test scores were used to determine overall demonstrated ability (see Table 1). Students were placed in the low, middle, or high ability group if two of the three test scores fell into the same range as determined in the equivalent scores on the normal curve (see Appendix A) that had

been slightly negatively skewed (see Table 2).

Statistical Tools

For both the control and the experimental groups, the data was subjected to an analysis of covariance through the use of multiple linear regression with the factors of the pretest scores, the level of demonstrated ability, and gender held constant. This test produced a gained score analysis which compared the gains of the control group with the gains of the experimental group using an F test. A significant difference was determined to exist if <.05 level of significance resulted. The posttest total score was examined, and each of the seven subsections of the test were examined as well. The placement of the subjects into ability groups was analyzed by a chi-square test to determine if the control and the experimental groups had been composed of students of comparable ability.

Materials

The setting for the control group and the experimental group of this study was the same. Both groups were taught at about the same time of day, in the same classroom with the same desk arrangement, and

by the same teacher.

Both groups used the text Building English Skills: Blue Level, edited by Joy Littel for McDougal, Littel and published in 1985. Both the experimental group and the control group studied handbook chapters six through nine: "Agreement of Subject and Verb;" "Pronoun Use;" "Adjective and Adverb Use;" "The Right Word." Both groups also were assigned the same exercises for homework and were awarded the same number of daily work points for those exercises.

The same diagnostic test was used for both the pretest and the posttest as no Form A and Form B had been published. I used the diagnostic test produced in conjunction with Warriner's: Fourth Course, published by Harcourt Brace Jovanovich in 1977, because the content of this test was better suited to this study than was the one that accompanied Building English Skills. The diagnostic test that accompanied Building English Skills was too simple for the grade level. This tool tested for extraneous skills not applicable to this study and omitted knowledge and skills that were needed for the study. The test directions were

too confusing. The diagnostic test based on the Warriner's book corrected these problems and was more suitable for the purposes of this study.

The chapter tests students took during this study were those composed by the writers of their basic grammar text. These tests were not used as part of the study; I used them as graded evaluations of student achievement after each chapter had been studied.

Design and Procedures

I designed a null hypothesis experiment that included a pretest (see Appendix B), manipulation of the way in which the written grammar exercises were treated, and a posttest (see Appendix B).

Pretest Operations.

The pretest operations were the same for both the control and the experimental groups. The students did not know they were about to begin studying grammar and usage. After they were told that they were about to being a grammar unit, I informed them that their performance on the pretest would determine which chapters in the grammar book they would study. I stated that if they class passed any section of the

pretest with 75 percent of the students demonstrating 80 percent proficiency or better, then the class would not study the chapter in the book that covered that area of English grammar. I exhorted them to do their best and handed out the answer sheets and the questions. After I explained the instructions for the test and for each section orally, I gave the students 40 minutes to complete the 65-item test. Two days later the grammar unit began.

Manipulation of the Independent Variable.

The students in both the experimental group and in the control group corrected each others' daily assignments in class. They exchanged papers in a manner that I varied from day to day. I had them pass the papers up or pass them back one or more students in the same row or pass the papers one or two rows to the left or to the right. The students signed their names on the papers they corrected and were responsible for any errors in correction. The students scored others' papers from a key displayed by an overhead projector, wrote the number of correct items correct over the number possible in the assignment by the students'

names, and returned the papers to their owners.

I directed the control group in learning how and why they had made errors on daily assignments. We reviewed grammar rules, corrected the missed answers, and I orally drilled the students to correct the errors they had made.

For the control group, scoring daily assignments was based on the percentage of the number right. Only those who had perfect papers were awarded the total available points. Others were awarded daily assignment points in relation to the percentage of items they had answered correctly. Students handed in their papers after we had discussed them. The rest of the class period was spent introducing a new set of grammar rules. After drill and practice, students were given the next daily assignment and given time in class to begin it. I circulated among the students offering hints and help as students requested them.

The experimental group followed the same classroom procedures as did the control group except their assignments, perfectly correct or all errors properly corrected, were due the next day after the exercise had

been corrected in class. Among the experimental group, students who had correctly completed a daily assignment could turn the assignment in that day or had to turn it in the next class day. Most chose to turn in perfect assignments immediately.

Those students who had made errors on their daily assignments were told that their exercises were due the next class day. I directed them to correct each error on the bottom or on the back of the assignment sheet. Each error had to be corrected using the same pattern:

Item number Correct answer

Page of rule Rule missed or misused

Original sentence properly using the correct answer and the rule.

For example, if a student incorrectly chose "them" instead of "those" for the sentence "16. Please hand me ____ books," the correction at the end of the exercise would properly be:

16. those

Page 612 Those may be either a pronoun or an adjective. Them is always a pronoun and never an adjective. (Littel, 1985).

I have never liked those girls.

If a student missed or misused the same item or the

same rule more than once, the student had to make multiple error corrections; however, each sentence had to be original. The students then turned in the corrected assignment the next class day; if the corrections had been properly completed, the students received full credit--as if no errors had been made at all.

Points for daily work were awarded differently for the experimental group than for the control group. Students whose papers were perfect and students who turned in papers with errors that were perfectly corrected the first time were awarded the total available points, which were the same number on each day's assignment as had been for the control group. This way of awarding full points rewarded students who corrected errors properly the first time; just as much credit was granted for learning from an error as was granted from not making one.

Should a student make an error on the corrections, either of form or of substance, I circled the problem without indicating what was wrong and returned the paper to the student. The re-correction was then due

the next class day. Most students asked me what was wrong or asked a classmate for assistance, corrected the new error, and turned in the paper the same day for my re-evaluation. Students lost one point every time I had to re-examine their papers. Many turned in a daily assignment twice before I accepted it as perfectly corrected. Some turned a few assignments in three times. A few turned in one or more daily assignments as many as four times before I accepted them.

Students' daily assignments were returned to them after I recorded the points they had earned. If a student chose not to make corrections on imperfect daily assignments, I waited until the day before the chapter test and had the student turn in uncorrected work for one-half the possible credit. Students knew that 70% was a passing grade, so awarding 50% was giving very limited credit for the work done.

I expected and encouraged students to assist one another in daily assignment error correction. I seldom encountered students who copied original sentences from others' papers, but I did not object when I did so. The few students who occasionally copied an original

sentence onto their own papers were still writing a sentence pattern containing correct grammar.

In both the control and experimental groups students took tests at the end of the chapter, using the chapter tests that accompanied their text. They did not take a unit test over all the chapters covered. The time limit for mastering a set of skills was the length of the chapter-long unit of study.

Students in both the control and in the experimental group asked if they would be taking a comprehensive unit test. I informed both groups that they would be taking a posttest an unspecified number of days after the last chapter test and that they would be "evaluated" on the basis of their pretest/posttest score differences. I deliberately remained vague as to what "evaluated" meant.

Posttest Operations.

Just as the pretest was unannounced, the posttest for each group was unannounced. Both the control group and the experimental group were working in a literature unit when I administered the posttest. The experimental group took the posttest twelve calendar

days after the last chapter test. Because of a holiday interruption, I had to choose between administering the posttest to the control group ten days or thirteen days after the last chapter test. I chose to administer the posttest to the control group after thirteen days, which was only a one-day difference with that of the experimental group.

Both the experimental and the control groups took the test in the same manner. At the beginning of class, I announced that they would be taking the posttest to the grammar unit. I passed out the answer sheets,and then I passed out the question sheets. Because I had no Form B, I administered the same test as the posttest as I had used for the pretest. After I explained the instructions for the test and for each section orally, I gave the students 40 minutes to complete the 65-item test. For both the experimental and the control groups at least one student in each class period asked how the posttest would be "counted." I gave a vague response telling them only that I would be "evaluating" their progress and that I had not yet determined the nature of that evaluation. I asked them

to do their best.

After I scored the posttest, my aide rechecked the grading and rechecked the scoring as she had on the pretest. Four calendar days after the posttest, I went over the results with my students. For each class in both the experimental and the control groups, I handed back the pretest and the posttest answer sheets and the question sheets for the students to examine. The class members evaluated their progress and the nature of their continuing problems with grammar and then returned the materials.

Results

The results of the chi-square test, which was .9377286, was not significant. With a level of significance of <.05, significance should have been 5.991 (Fisher and Yates, 1974). While the ability grouping of sophomore English II students justifies negatively skewing the normal curve to a middle range of -.5 to +1.5 (see Tables 1 and 2), the chi-square test results did not show a significant difference between the observed values and the expected values of subjects being members of the control group or of the

experimental group. Therefore, the subjects in the control group and the subjects in the experimental group were of highly comparable ability.

Descriptive information on the pretest and the posttest raw scores for both the control group and the experimental group is presented (see Tables 3, 4, 5 and 6).

The analysis of the covariance on the posttest scores through the use of multiple linear regression with the factors of the pretest scores, the level of demonstrated ability, and gender held constant did not result in a <.05 level of significance for the posttest total score or for any of the seven posttest subtest scores (see Table 7). The independent variable, correcting errors made on written grammar exercises, did not result in a significant increase in proficiency. The null hypothesis was proven.

Discussion

Among those factors not held constant on the subjects of this study was their differences in maturation; the experimental group study was conducted one semester later than the control group study. Among

other factors not held constant include the subjects' socio-economic status and the subjects' parents' educational levels. Given the low level of significance on the chi-square test, these factors may not have been significant had they been examined, but they are extraneous variables that may need to be considered if this study were to be replicated.

Were this study to be repeated, one fault that occurred in the method should be corrected. The same test was given as the pretest and as the posttest. At the time I began this study, I did not know that the pretest and the posttest should be of different forms of the same test. I thought they ought to have been the same. After having taken the pretest, some subjects may have recognized some items on the same test taken as the posttest and may have answered some items correctly because they remembered the test items and not because the treatment was effective. If no Form B is available for the posttest, then one should be constructed using the Form A as a model.

While the analysis of covariance did not demonstrate that correcting errors on written grammar

exercises led to a significant increase in proficiency as compared to oral drill and practice, the descriptive data demonstrated change did occur. The increase in the mean between the pretest total score and the posttest total score was 65.9% higher in the experimental group that it was for the control group (see Table 3). The experimental group increased the mean score of the posttest more than did the control group. Also, a much lower percentage of subjects in the experimental group exhibited a decrease in the pretest/posttest score difference (see Table 4). The experimental group appears to have made a more positive shift in improving the total test score than did the control group.

A greater percentage of subjects in the control group gained or maintained the proficiency level of 80% on the posttest total score than did the subjects in the experimental group (see Table 5). Which group gained or maintained the proficiency level of 80% on the posttest subtest scores varied. Overall, the control group performed better on the subject/verb agreement, pronoun use, verb forms, and word usage.

The experimental group performed only slightly better than the control group on verb use, modifier use, and phrase/clause placement (see Table 6). These shifts, however, did not prove to be significant in this study.

The descriptive data supports the analysis of covariance in demonstrating that correcting errors on written grammar and usage exercises was not significant in increasing proficiency when compared to oral drill and practice. That the treatment did not do should be subject to three considerations. First, according the the curricula guides in the Sioux Falls, South Dakota, Public School District, these subjects had received instruction in these same elements in junior high school. A ceiling effect may be in operation as to the level of proficiency that can be gained in these areas of grammar and usage. Different results may have occurred had the subjects studied an area of grammar that was new or unfamiliar to them. The error correction method may well prove to be successful in gaining proficiency for learning new material. Second, error correction may not be as effective for average and above average ability students as for other

student populations. Such a method might be more effective with less able students or with elementary or junior high school students. Third, using error correction may not provide a significant change when learning grammar and usage, but it may be effective when learning other skill areas. Using the error correction method of teaching may prove to be effective if it is tested under different circumstances, with a different population, and on different subject matter.

While further study may prove the error correction method to be effective, I now know that it does not significantly increase proficiency in the areas of grammar and usage that my subjects examined. Even though this treatment has not been proven significant at the $<.05$ level, there were indications that the experimental group made slightly more significant gains than did the control group. Therefore, this form of error correction method on written grammar and usage exercises should be studied further. The error correction method of teaching grammar directly may prove to be effective under different conditions or with a different subject population.

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Table 1

Grouping of Subjects by Demonstrated Ability on Standardized tests

Ability Group	Low	Middle	High
Score A	1 - 30.9	31 - 92.9	93 - 99.9
Score B	0 - 45.9	46 - 65.9	66 - 99.9
Score C	1 - 30.9	31 - 92.9	93 - 99.9

Score A: National group percentile rank on total language score (109 items),
Stanford Achievement Test with Otis Lennon Ability Test,
Taken in grade 8,
Given in percentile rank.

Score B: National mean of the normal curve equivalents,
Stanford Achievement Test with Otis Lennon Ability Test,
Taken in grade 8,
Given in a t-score.

Score C: Language usage subtest, national norm is 50th percentile,
Differential Aptitude Test,
Taken in grade 9
Given in a percentile rank.

Table 2

Ability Groupings of Subjects

Ability Group	Low	Middle	High
Control Group (n = 33)			
Frequency	1	26	6
Percent	3.0	78.8	18.2
Experimental Group (n = 63)			
Frequency	5	52	6
Percent	7.9	82.5	9.5

Note. Total percent in experimental group is 99.9 due to rounding.

Table 3

Means and Standard Deviations of Pretest and Posttest Raw Scores of Control and Experimental Groups

	Number	Mean	Standard Deviation
Control			
Pretest	33	44.66	6.09
Posttest	33	48.88	4.78
Experimental			
Pretest	63	42.60	5.51
Posttest	63	49.60	4.92

Table 4

Pretest/Postest Score Difference for Control and Experimental Groups

Difference	Increase	Decrease	Maintained
Control			
Frequency	29	3	1
Percent	87.9	9.1	3.0
Experimental			
Frequency	61	2	0
Percent	96.8	3.2	0

Table 5

Proficiency Level Change Between Pretest and Posttest Total Scores for Control and Experimental Groups

Change	Gained (a)	Maintained (b)	Not Gained (c)
Control (n = 33)			
Frequency	11	3	19
Percent	33.3	9.1	57.6
Experimental (n = 63)			
Frequency	14	4	45
Percent	22.2	6.3	71.4

Note. Total percents may be 9.99 or 100.1 due to rounding.

* Defined as ≥80% on the Usage Mastery Test.

(a) Pretest score accuracy is <80% and Posttest score accuracy is ≥80%.

(b) Pretest and Posttest scores accuracy are ≥80%.

(c) Pretest and Posttest scores accuracy are <80%.

Table 6 Page 1 of 4

Proficiency Level* Change Between Pretest and Postest Subtest Scores for Control and Experimental Groups

Proficiency Level	(a) Gained	(b) Maintained	(c) Not Gained	(d) Lost
Subject/Verb Agreement				
Control				
Frequency	5	10	14	4
Percent	15.2	30.3	42.4	12.1
Experimental				
Frequency	17	8	37	1
Percent	27.0	12.7	58.7	1.6
Pronoun Use				
Control				
Frequency	14	2	16	1
Percent	42.4	6.1	48.5	3.0
Experimental				
Frequency	23	6	29	1
Percent	36.5	9.5	46.0	1.6

Table 6 Page 2 of 4

Proficiency Level* Change Between Pretest and Postest Subtest Scores for Control and Experimental Groups

Proficiency Level	(a) Gained	(b) Maintained	(c) Not Gained	(d) Lost
Verb Forms				
Control				
Frequency	3	19	3	8
Percent	9.1	57.6	9.1	24.2
Experimental				
Frequency	10	22	18	13
Percent	15.9	34.9	28.6	20.6
Verb Use				
Control				
Frequency	4	12	11	6
Percent	12.1	36.4	33.3	18.2
Experimental				
Frequency	10	22	18	13
Percent	15.9	34.9	28.6	20.6

Table 6 Page 3 of 4

Proficiency Level* Change Between Pretest and Postest Subtest Scores for Control and Experimental Groups

Proficiency Level	(a) Gained	(b) Maintained	(c) Not Gained	(d) Lost
Modifer Usage				
Control				
Frequency	9	9	10	5
Percent	27.3	27.3	30.3	15.2
Experimental				
Frequency	27	14	16	6
Percent	42.9	22.2	25.4	9.5
Phrase/Clause Placement				
Control				
Frequency	8	24	1	0
Percent	24.2	72.7	3.0	0
Experimental				
Frequency	7	56	0	0
Percent	11.1	88.9	0	0

Table 6 Page 4 of 4

Proficiency Level* Change Between Pretest and Postest Subtest Scores for Control and Experimental Groups

Proficiency Level	(a) Gained	(b) Maintained	(c) Not Gained	(d) Lost
Word Usage				
Control				
Frequency	19	2	12	0
Percent	57.6	6.1	36.4	0
Experimental				
Frequency	29	3	30	1
Percent	46.0	4.8	47.6	1.6

Note. Total percent may be 9.99 or 100.1 due to rounding.

* Defined as ≥80% on the Usage Mastery Test.

(a) Pretest score accuracy is <80% and Posttest score accuracy is ≥80%.

(b) Pretest and Posttest scores accuracy are ≥80%.

(c) Pretest and Posttest scores accuracy are <80%.

(d) Pretest score accuracy is >80% and Posttest score accuracy is <80%.

Table 7

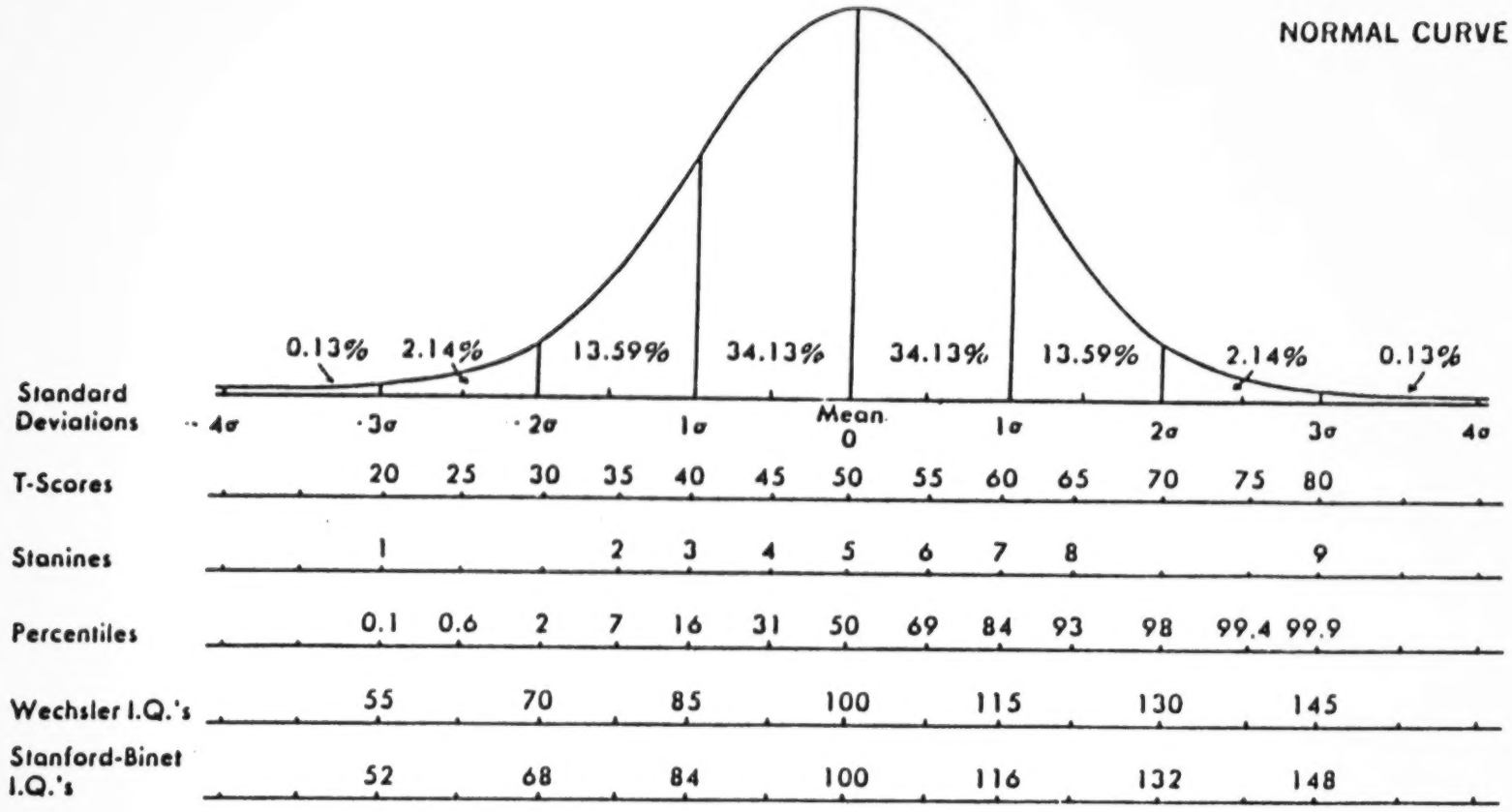
Analysis of Covariance on the Postest Scores

Covariance Factors	(a) R^2	(b) F	(c) R^2	(d) F	(e) Sig.
Posttest					
Total Score	.46519	19.78883	.46384	.23096	.6320
Subtests					
Subject/Verb Agreement	.30062	9.77890	.29181	1.14669	.2871
Pronoun Use	.08018	1.98323	.08011	.00762	.9306
Verb Forms	.29809	9.66176	.28053	2.27727	.1347
Verb Use	.19632	5.55724	.19619	.01412	.9057
Modifier Usage	.31073	10.25577	.31049	.03181	.8588
Phrase/ Clause Placement	.09223	2.31149	.09213	.01060	.9182
Word Usage	.51790	24.43980	.51671	.22590	.6357

(a) R^2, large model.
(b) F, large model, df = 4, 91.
(c) R^2, reduced model.
(d) F change, df = 1, 91.
(e) Level of significance = <.05.

Appendix A

Normal Curve


NORMAL CURVE
0.13%
2.14%
13.59%
34.13%
34.13%
13.59%
2.14%
0.13%
Standard Deviations
-4σ
-3σ
-2σ
1σ
Mean 0
1σ
2σ
3σ
4σ
T-Scores
20 25 30 35 40 45 50 55 60 65 70 75 80
Stanines
1 2 3 4 5 6 7 8 9
Percentiles
0.1 0.6 2 7 16 31 50 69 84 93 98 99.4 99.9
Wechsler I.Q.'s
55 70 85 100 115 130 145
Stanford-Binet I.Q.'s
52 68 84 100 116 132 148

Appendix B

Usage Mastery Test

A. In the following sentences locate any verb that does not agree with its subject; then write the correct form of the verb in the blank. If a sentence is already correct, write C in the blank.

1. Either Ellen or Jean are sure to be elected.
2. The capacity of these trucks are enormous.
3. Each of their players is at least six feet tall.
4. My uncle, together with my aunt and cousins, have gone abroad.
5. There is several reasons for my strange behavior.
6. The trouble with many of our students are their poor study habits.
7. Neither of these teachers give very high grades.
8. Every one of the used cars looks like a bargain.
9. Both Stuart and Jane makes more money than I do.
10. Our lack of distance runners are sure to have a bad effect on this year's track record.

B. In the blank on the answer sheet, write the correct one of the two pronouns in parentheses.

11. Julia and (I, me) have won the same number of matches.
12. Between you and (I, me) there is no disagreement.

13. Are you older than (she, her)?

14. He asked Harold and (I, me) why we weren't in class.

15. Are you looking for Jerry or (him, he)?

16. The judge is not convinced that it was (he, him).

17. Mr. Bernard is a man (who, whom) everyone respects.

18. Should I pay the money to Edward or (they, them)?

19. The man standing next to the principal is (he, him).

20. Doesn't anyone know (who, whom) it was?

21. She promised (we, us) girls a chance to try out for the play.

22. Do you know anyone (who, whom) we can ask for help?

23. Miss Star usually grants an interview to (whoever, whomever) is sent to her by our agency.

24. I'll wait for Sally and (she, her).

25. I don't see how it could have been (they, them).

C. In each of the following sentences, you are to supply the correct form (either the past or the past participle) of the verb given before the sentence. Write the correct form in the blank.

26. burst We could have withstood the below-zero weather if the water pipes had not ____.

27. begin When the barometer ____ to fall, the captain became worried.

28. go You should have ____ with us.

29. give For three weeks, Mr. Sears ____ me extra homework.

30. freeze In recent winters the bay has not ____ over.

31. drink Someone ____ more than his share of our water supply.

32. see Last night we ____ the new movie at the Beacon.

33. lie How long have the papers ____ there?

34. speak I have never ____ to him about it.

35. steal Someone had ____ the hubcaps from the car.

D. Many of the following sentences contain errors in verb usage. Locate each such error and then write the correct form in the blank. If a sentence is already correct, write C in the blank.

36. The referee carefully laid the ball on the five-yard line.

37. Frank come over to visit us last night.

38. It will do you good to lay down for a while.

39. We were glad to set down and rest for a few minutes.

40. The temperature will probably not rise much higher today.

41. She has sung in the choir for many years.

42. I found it lying on the table in the kitchen.

43. The doctors done all that they could.

44. As soon as the fog raised, the pilot decided to take off.

45. The dog run directly in front of the speeding car.

E. Most of the following sentences contain errors in the use of modifiers. Locate each such error and then write the correct form in the blank. If the sentence is already correct, write C in the blank.

46. I can't work very good late at night.

47. There is no reason to feel bad about your performance.

48. Sylvia said it was the most proudest moment of her life.

49. Of the two proposals that were submitted, yours seemed to be the most promising.

50. Try to speak slow and to pronounce your words clearly.

F. Each of the following sentences contains a misplaced phrase or clause. In the correct space on the answer sheet REWRITE each of the sentences below and correctly place the misplaced phrase or clause within the sentence.

51. We started work in order to finish before sunset early in the morning.

52. Mrs. Mitchell's luggage caught up with her after two days, which had been placed on the wrong plane.

53. With his hand caught in the fence, the counselors tried to free the frightened little boy.

54. I rented a bicycle at the hardware store on Elm Street with hand brakes.

55. Breaking into the safe, a police officer caught the burglars redhanded.

G. Many of the following sentences contain an error in usage. Locate each such error; then write the correct form of the word or expression in the blank. If the sentence is already correct, write C in the blank.

56. There are less reasons for pessimism than for optimism.

57. Who besides you was present at the meeting?

58. When you go to see the personnel manager, please bring this note of recommendation with you.

59. I never told nobody about our plans.

60. We asked him to leave us go home a few minutes early.

61. Being that she was absent that day, she didn't know about the assignment.

62. The governor could of vetoed the bill, but he chose not to.

63. Her art teacher he was very enthusiastic about my sister's work.

64. We told Pam she ought to try out for the swimming team.

65. Jenny is new to the school, and she don't know very many people yet.